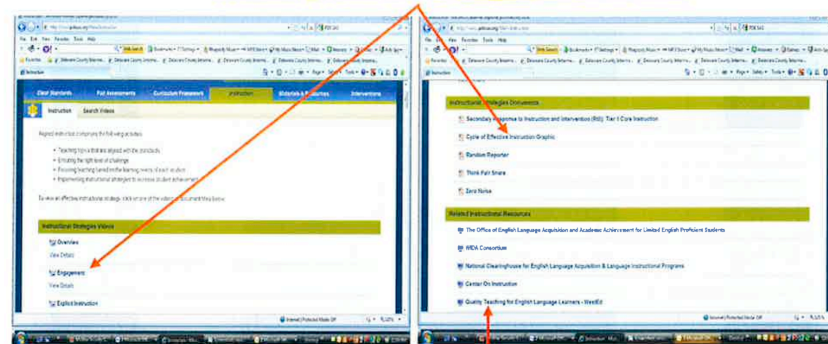


Instruction

1 & 2 “Instructional Strategies Videos” and “Instructional Strategies Documents” recommendations:

Under green bars where videos and documents are listed, include the topics that have been listed as tags for gifted education that have an X indicating appropriateness for videos and documents, and add the category:

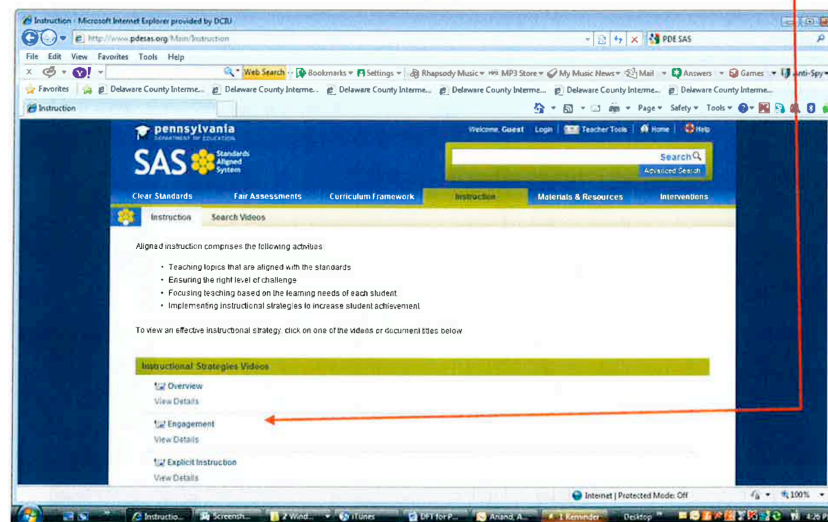
Establishing Present Levels of Educational Performance



3. “Related Instructional Resources” recommendation: Add links to resources for instructing gifted students here.

4. “Instructional Strategies Videos” recommendation:

Under green bars where videos and documents are listed, include the **gifted search tags** so that recorded professional development modules can be made available here.

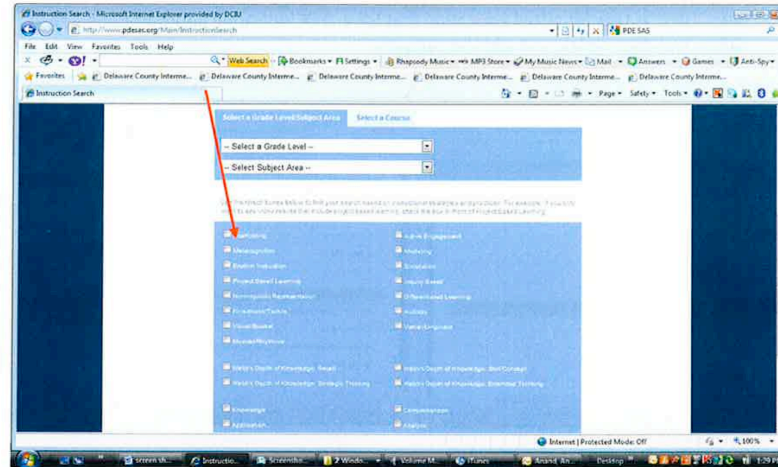


Prepared and submitted by: K. G. Maguire, Ed.D., August 20, 2010

Instruction, con't

4. "Search Videos" recommendation

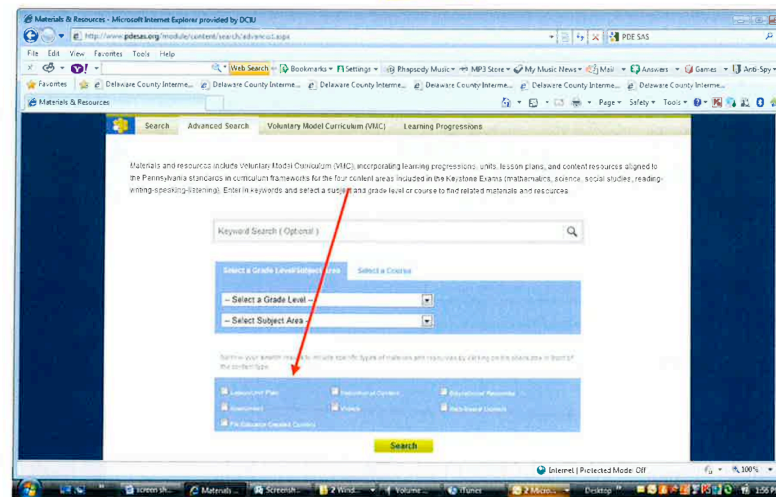
Include the **gifted search tags** on the checkbox list so they can be combined with other tags to locate videos for teaching advanced students.



5. **Instruction page organization recommendation:** Teachers recommended that documents precede videos on the page.

Materials & Resources

1. **"Advanced Search" recommendation:** Add **gifted tags** to the list of topic checkboxes:

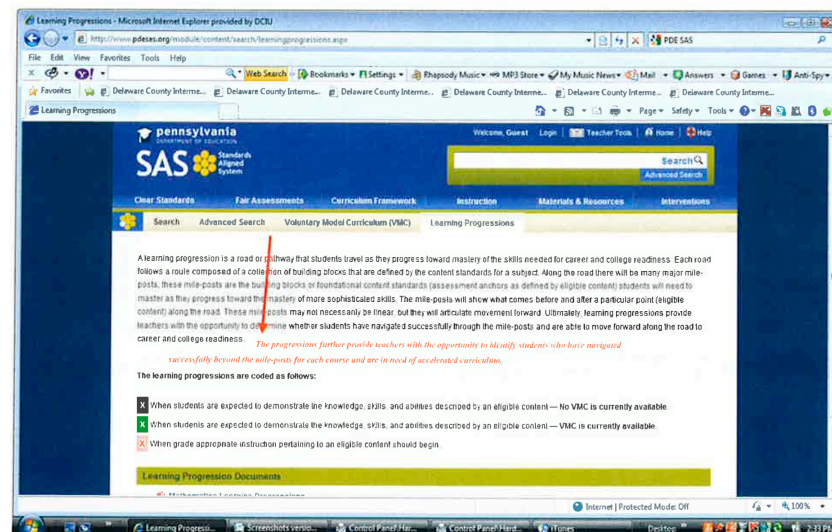


Materials and Resources, con't

2. **"Voluntary Model Curriculum"** recommendation: That a specialist in both gifted education and the appropriate content area participate on each subject area team so that standards-based extensions and advanced lessons may be included with grade level units being prepared for general education teachers and can be tagged if they include Differentiation for advanced and gifted students.
3. **"Learning Progressions"** recommendation: Add the language shown in red below to the introductory language about learning progressions:

The mile-posts will show what comes before and after a particular point (eligible content) along the road. These mile-posts may not necessarily be linear, but they will articulate movement forward. Ultimately, learning progressions provide teachers with the opportunity to determine whether students have navigated successfully through the mile-posts and are able to move forward along the road to career and college readiness.

The progressions further provide teachers with the opportunity to identify students who have navigated successfully beyond the mileposts for each course and are in need of accelerated curriculum.



Where do extensions for gifted students fit it on “Interventions” page?

Interventions

1. “Interventions” opening page recommendations:

A) Add a tab next to the interventions sub-tab that reads:

Extensions/Acceleration

B) Add the language shown in red below to the introductory language about Interventions:

The purpose of interventions is to ensure students are provided with the standards based supports they need to meet/exceed grade level standards. A comprehensive system of interventions involves a graduated set of safety nets aligned to specific student needs and standards. In Pennsylvania, ELL and gifted educational programs are all found within the instructional core. For resources related to ELL and gifted education, please see Instruction.

